

1. The author suggests that raining fish was a welcomed event to some people. Which sentence from the text **best** supports this inference? (RI1)
C. "In Lajamanu, Australia, the fish were not only alive, but some were large enough to eat."
2. Which statement **best** summarizes the central idea of the text? (RI2)
B. Animals raining from the sky is an unusual event that can be explained through science.
3. Read the paragraphs from the text. Then, answer the question. (RI2)
...
Which statement **best** summarizes the central idea of the paragraphs?
B. Details about animals affected by the unusual event led to an understanding of how it was happening.
4. Read the paragraph from the text. (RI8)
...
What **most likely** did the author intend by mentioning some of the beliefs people had about raining fish at the beginning of the paragraph? Support your answer with evidence from the text.
A 2-Point response: • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text
A 1-Point response: • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text
A 0-Point response: • Gives no evidence of the ability to make an inference/conclusion OR • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR • Gives an inference/conclusion but includes no explanation or no relevant information from the text

5. This question has **two** parts. First, answer part A. Then, answer part B. (RI3)

Part A

Choose the statement that **best** describes what the reference to tornadoes shows about waterspouts.

B. A waterspout can carry items within it.

Part B

Choose the sentence from the text that **best** supports your answer in part A.

F. The speed creates a vacuum effect which causes the funnel to suck everything it passes upward into its highest, widest section.

6. Read the sentence from the text. Then, answer the question. (RI5)

Lajamanu, Australia, is a dry little town with 600 residents, sitting right on the edge of the Tanami desert.

How does this sentence add to the confusion about raining fish as presented in the text?

A. It helps the reader picture an area that would make raining fish an unusual event.

7. How does the last paragraph add to the central idea of the text? Select **three** options. (RI5)

B. It illustrates the importance of finding the explanation behind the event.

D. It identifies how the discovery cleared up many different scientific theories.

E. It shows how the understanding of waterspouts affected other areas of science.

8. Read the sentence from the text. (L5a)

...

Which statement best describes what the phrase “wasn't just a spot of good luck” adds to the meaning of the text?

C. It reinforces the idea that hard work went into determining the cause for the raining fish.

9. A student is writing a narrative for class about a speech contest. Read the draft of the narrative and complete the task that follows.

...

In one paragraph, write an ending to the narrative that follows logically from the events or experiences in the narrative.

A 2-Point response: • provides an adequate transition from the “body of the story” to the ending/conclusion • provides an appropriate ending to the narrative that provides a sense of closure and/or follows logically from the events or experiences in the story

A 1-Point response: • provides a limited and/or awkward transition from the “body of the story” to the ending or conclusion • provides a general or partial ending to the narrative about a speech contest that may provide a limited sense of closure and/or somewhat follow logically from the events or experiences in the story

A 0-Point response: • provides a minimal or no transition from the “body of the story” to the ending/conclusion; or the transition relies on summary, repetition of details, or addition of extraneous details • provides an unclear or incomplete ending to the narrative that provides little or no closure and/or does not follow logically from or contradicts the events or experiences in the story

10. A student wrote a narrative for a creative writing contest. Her teacher suggested that she add a transition sentence to connect the paragraphs below. Read the draft of the narrative and the directions that follow. (W3c)

...

Select the **best** sentence to transition between the two paragraphs.

D. Grace’s thoughts slowly led her back to another, happier first day of school.

11. A student is writing a letter to the school principal about summer homework. Read the draft of the letter and complete the task that follows. (W1a)

...

The student needs to add an introduction that clearly establishes the claim about summer homework. Choose the paragraph that would make the **best** introduction.

C. Currently at our school, students are assigned summer homework by teachers. As a middle school student, I know the concerns that students have regarding this practice. I firmly believe that teachers should not give homework to students over the summer.

- 12.** A student is writing an article for her school newspaper about the Library of Congress. Read the draft of a paragraph from her article and answer the question that follows. (W2d)

...

The writer wants to replace the underlined phrase to make her meaning more exact. Which word would make her word choice better?

B. relocated

- 13.** A student is writing an informational report about New York City for a geography class. The student needs to use words that are clear and specific in her report. Read the paragraph from the draft of the report and answer the question that follows.

...

Which set of words **best** replaces the underlined phrases with more clear and specific language?

C. community, accurate

- 14.** A student has written an essay for his English class about his life before sixth grade. Read the draft of the essay, and complete the task that follows. (L2b)

...

Choose the two sentences that contain errors in spelling.

- A.** Growing up in Chicago, I always felt that one of the best things in life was going to my grandmother's homested.
- B.** She always had a home-cooked meal—made from old family recipes featuring secret erbs and spices—waiting for us.

- 15.** A student is writing a report about sleep. Read both sources and the directions that follow. (W8)

...

The student took notes about information in the sources. Select **two** notes that correctly paraphrase, or restate, information from **both** sources.

E. Our bodies and brains continue to work during sleep.

F. During some stages of sleep, our bodies decrease in activity.

- 16.** A student is writing a research report about earthworms. Read the sentences from his report and the directions that follow. (W8)

...

Which source would **most likely** give the student more information for the paragraph from his report?

C. www.scienceundertheground.com

You walk on top of the ground every day. Learn about what crawls and burrows in the dirt below you.

- 17.** A student is writing an argumentative report about the best way to improve the quality of life in her city. She found possible sources for her report. Read the sources and the directions that follow.

...

The student wrote down some claims to use in her report. Look at the claims on the table. Decide if the information in **Source 1**, **Source 2**, both sources, or neither source supports each claim. Choose the box that appropriately describes each claim. There will be only one box selected for each claim.

17 a ☒ ① ☐ ② ☐ ③ ☐ ④

b ☐ ① ☐ ② ☐ ③ ☒ ④

c ☐ ① ☒ ② ☐ ③ ☐ ④

d ☐ ① ☐ ② ☒ ③ ☐ ④